



The Winning Ticket:
Schoolwide
vs.
Targeted Assistance

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MAKING THE MOST OF TITLE I PROGRAM

SCHOOLWIDE VS. TARGETED ASSISTANCE PROGRAMS

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Presentation Overview

- ✓ Program Requirements
- ✓ Benefits of Schoolwide Programs/Targeted Programs
- ✓ Guiding Principles and Practices of an Effective Program

TITLE I PART A

- ✓ Purpose – to increase the achievement of all students, particularly those who are low-performing and at-risk of not meeting standards
- ✓ Title I – A funding is provided to high poverty schools
- ✓ Title I – A funds are supplemental to state and local funding
- ✓ Title I schools must receive their share of comparable state and local funding
- ✓ Two types of Title I Programs:
 - ✓ Target Assistance
 - ✓ Schoolwide

TARGETED ASSISTANCE PROGRAM

- ✓ Any school eligible for Title I – A funds may operate a targeted assistance program
 - ✓ Schools at or above average LEA percent of poverty or 35% (with some exceptions)
- ✓ Services are “targeted” and provided only to identified eligible students
- ✓ Services must be supplemental to regular educational services that all students would otherwise receive
- ✓ School must select some students for services
 - ✓ school may not provide targeted services to all students in the school even if they are all low – achieving.

TARGETED ASSISTANCE ELIGIBILITY

- ✓ **Students eligible for targeted services from Title I –A are:**
 - ✓ Students who meet academic criteria determined by school
 - ✓ Students who are “categorically” eligible for services including homeless students & students in local neglected or delinquent institutions

- ✓ **All students who are eligible for other programs, such as migrant or English learners, must receive services under Title I-A that they qualify for first, then receive additional supplemental services from Title I – C or III -A**

TARGETED ASSISTANCE PLAN

- ✓ School must have multiple academic criteria to determine students eligible for Title I –A services such as
 - ✓ below proficient on state assessments
 - ✓ below target on universal screening assessments
 - ✓ lack of progress in coursework
 - ✓ teacher recommendations
- ✓ Criteria for selecting students and plan for services to be provided should be documented

TARGETED ASSISTANCE SERVICES

Examples of targeted services that may be provided for students with I-A funds

- In -class support by a paraprofessional or teacher

- Pull -out support by a paraprofessional or teacher

- Tutoring

- Before/after school programs

- Summer School

Title I –A funds may not be used in a target assistance school to pay for the cost of screening assessments that are used to determine which students will qualify for Title I targeted services

Professional Development may be provided to staff to improve performance of Title I identified eligible students

- Teachers directly funded by Title I –A

- Any teachers in the school that teach Title I students, even if not funded directly by Title I – A

- Paraprofessionals funded by Title I - A

TARGETED ASSISTANCE REPORTING

Only staff directly supported by I-A funds (in whole or in part) are considered Title I staff (teachers, paraprofessionals)

Only students who receive services are counted as Title I students for reporting purposes

Must track types of services provided to eligible students.

A SCHOOLWIDE PROGRAM

- ❖ Represents a primary means to maximize **flexibility** in using Federal Funds –combining resources
- ❖ Serves as a vehicle to whole – School reform
- ❖ Allows for easier leveraging of non – Federal funds to work together to improve education performance of the entire school.
- ❖ Addresses student needs through a school wide plan based on a comprehensive needs assessment.

SCHOOLWIDE (SW) PROGRAM

A Title I school is eligible to operate a school wide program when the student poverty level is at or above 40 percent

LEAs must notify schools and parents of school wide eligibility

A school wide program is designed to help overcome the link between high poverty and low achievement.

A comprehensive school wide plan is designed to raise the achievement of all students and especially of low-achieving students.

TITLE I SW PLAN DEVELOPMENT

The plan must be developed in consultation with the LEA and its support team (and other technical assistance providers, if applicable).

The plan must be developed with the involvement of parents, community members, and individuals who carry out such a plan, including teachers, principals and administrators.

SW PLAN REQUIRED COMPONENTS

Section 1114(b)(1) of ESEA requires:

- (1) A comprehensive needs assessment of the entire school based on information that includes the performance of all children in the school in relationship to the state's academic standards, including the needs of student sin low-performing subgroups (racial/ethnic, students with disabilities, English learners, low socio-economic, etc.)

SW PLAN REQUIRED COMPONENTS

(2) School wide reform strategies that:

- a. Provide opportunity for all student to meet the state's proficient and advanced levels of student achievement and address the needs of all students in the school.
- b. Use effective methods and research-based instructional strategies that:
 - i. Strengthen the *core academic program* in the school;
 - ii. Increase amount and quality of learning time (before/after school, summer, enriched & accelerated curriculum);
 - iii. Include strategies for meeting the needs of historically underserved and *low-performing* student populations.

SW PLAN REQUIRED COMPONENTS

- (3) Instruction by highly qualified teachers and qualified paraprofessionals.
- (4) High quality and ongoing professional development for teachers, principals, and paraprofessionals (and other staff, if appropriate).
- (5) Strategies to recruit and retain high quality, highly –qualified teachers to high – need schools
- (6) Strategies to increase parent engagement, such as family literacy services and involvement of parents in planning, review and improvement of school wide program.

SW PLAN REQUIRED COMPONENTS

(7) Plans for assisting preschool children in the *transition* from early childhood programs to local elementary school programs.

(8) Measures to include teachers in the use of academic assessments to provide information on, and to improve, the academic achievement of individual students and the overall instructional program.

SW PLAN REQUIRED COMPONENTS

- (9) Provide additional support through activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards are provided with effective, timely, additional assistance.
- (10) Coordination and integration of federal, state and local services and programs including programs related to Title I, violence, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.

SCHOOLWIDE PLANNING CYCLE

- (1) Conduct a comprehensive needs assessment
- (2) Develop the initial school wide plan using over the period of one year (but may be shorter, if LEA agrees)
- (3) Implement the plan
- (4) Update the needs assessment, evaluate the plan to ensure that students demonstrate increased achievement, and modify the plan based on this data (ideally on an annual basis).

SCHOOLWIDE PROGRAM FLEXIBILITY

- ✓ A school wide program has more flexibility than a targeted assistance program in the use of Title I funds and in the delivery of services.
- ✓ Title I *funding* is considered *supplemental* (not the *services*).
- ✓ Title I – A funds may be used to support any component of the school wide plan.

CONSOLIDATING FUNDS IN SW

- ✓ SW school may consolidate Title I – A with state, local and most other ESEA funds to upgrade entire educational program of a school.
 - ✓ *School does not need to meet most specific program requirements as long as it meets intents and purposes of those programs consolidated.*
- ✓ Consolidated funds put into a “pool” and that pool is used to fund the SW program
 - ✓ School not required to maintain separate fiscal accounting by program to identify specific activities
 - ✓ Must identify all consolidated funding sources in SW plan and demonstrate that SW plan meets intents and purposes of programs for funds being consolidated

“CONCEPTUAL” CONSOLIDATION

- ✓ **Consolidation may be “conceptual”**
 - ✓ In “conceptual” consolidation, funds may be used to support any educational component in the SW plan without regard to the specific program source
- ✓ **Most ESEA program may be consolidated to support SW plan**
 - ✓ Some have restrictions (Title I – C, Indian Education, and IDEA)
 - ✓ If not consolidating funds from other ESEA programs, these funds must be used only for allowable purposes in the school
- ✓ **See Section E of Title I Fiscal Issues Non-Regulatory Guidance, February 2008 for specific questions**
 - ✓ www2.ed.gov/programs/titleiparta/fiscalguid.doc

USE OF FUNDS IN SW PROGRAM

- ✓ If consolidating, may use any funds in consolidated “pool” for any component of education SW plan
- ✓ If not consolidating, may use Title I – A funds for any component of educational SW plan
- ✓ Targeted services may still be provided directly to eligible students in addition to the services these students receive as part of the school wide program
 - ✓ Title I –C funds provide services to migrant students
 - ✓ Title III –A funds provide services to English learners (LEP) students

SUPPLEMENT, NOT SUPPLANT

- ✓ Federal funds must be used to “supplement, not supplant” services, staff, programs, or materials that would otherwise be paid with state or local funds (and, in some cases other federal funds).
- ✓ Services provided with federal funds are in addition to, and do not replace or supplant, services that students would otherwise receive
- ✓ Always ask: “What would have happened in the absence of federal funds?”

FIRST TEST OF SUPPLANTING

- ✓ An LEA may not use federal funds to provide services required under state, local or in some cases, federal law (as specified by particular program)
- ✓ Title I is supplemental to state and local funds
- ✓ Other programs such as Title III and CEIS are supplemental to state, local, and other ESEA programs

SECOND TEST OF SUPPLANTING

- ✓ An LEA may not use Title I funds to provide services that it provided in the prior year with non-federal funds
- ✓ This test may be rebutted if an LEA can demonstrate that it would not have continued to provide the service in question because of a budget shortfall or changing educational needs.

THIRD TEST OF SUPPLANTING

- ✓ An LEA may not use Title I funds to provide services for children participating in a Title I program that it makes with non-federal funds to non-participating children or to children in non-Title I schools
- ✓ All Title I schools must receive their comparable share of state and local funds
- ✓ Supplanting considerations are broader and consider all services provided by LEA for teachers and students in non-Title I schools as well as specific comparability calculations

CONSIDER LEA SCHOOL TYPES

- ✓ Types of schools in LEA = most important supplement, not supplant consideration for use of Title I funds
- ✓ If all schools are Title I operating school wide programs:
 - ✓ Title I funds are supplementary to other funds and may be used to support any components of SW plans, as long as all Title I schools receive comparable services.
 - ✓ May provide services LEA – wide that would benefit all teachers or students
- ✓ If all schools in LEA are Title I, but some (or all) operate targeted assistance programs
 - ✓ Title I funds must be used to provide supplementary services for eligible teachers or students, not services that would benefit all teachers or students in the LEA

LEAS WITH SOME NON-TITLE I SCHOOLS

- ✓ Some schools in the LEA are Title I, but some are non-Title I
- ✓ LEAs may not provide services LEA – wide that would benefit all teachers or students
- ✓ It is possible that some services may be provided to teachers or students in certain grade span of schools if all schools in the grade span are operating Title I school wide programs
 - ✓ For example, if all elementary schools (grades K-6) are Title I SW schools and no middle or high schools are Title I, the LEA could provide professional development to all elementary teachers or provide a new K-6 math curriculum with Title I funds. No title I funds could be used to provide services to middle school or high school teachers.

GUIDING PRINCIPLES AND PRACTICES OF EFFECTIVE SCHOOLWIDE PROGRAM

- ✓ Strong leadership
- ✓ Reform goals that are based on a shared vision by stakeholders
- ✓ Commitment to the investment of time and risk-taking
- ✓ Training of participants prior to implementation of reform
- ✓ Flexible reform strategies that accommodate a variety of approaches

SCHOOLWIDE PROGRAM REPORTING

- ✓ All teachers and paraprofessionals are considered supported by Title I.
- ✓ All students are considered as served by Title I for reporting.
- ✓ Services to students do not have to be tracked and reported separately.

EVALUATION OF THE PROGRAM

Purposes

- ❖ Title I regulations require a school operating a schoolwide program to annually evaluate the implementation of, and results achieved by, the schoolwide program.
- ❖ The annual evaluation must determine whether the schoolwide program was effective in increasing the achievement of students in meeting the State's academic standards.
- ❖ Assist school leaders in making informed decisions
- ❖ Answer stakeholder questions
- ❖ Increase understanding of specific strategies
- ❖ Promote interest in and support of a program or activity

SW PROGRAM RESOURCES

- ✓ SW plan requirements are found in ESEA Section 1114(b)(1)(A-J) & CRF 200.28
- ✓ Designing School wide Programs (US ED Guidance)
- ✓ Title I Fiscal Issues February 2008 (US ED Guidance, Section E)
- ✓ Title IA ARRA (also Regular) Uses of Funds (US ED Guidance)

CONTACT INFORMATION

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